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ABSTRACT

These resumes and citations provide information on inservice training opportunities, model programs, and resources for California vocational educators working with exceptional adolescents and young adults in vocational programs. The four divisions of the document are (1) inservice training opportunities, (2) model sites, (3) resources, and (4) references. Training programs chosen for inclusion had to answer one of the following training needs: to increase awareness of the characteristics and needs of exceptional individuals, to increase knowledge of laws and service delivery systems for implementing them,or to increase skills in teaching exceptional students. Model sites had to meet one of these criteria: dissemination capabilities, provision for visitor observation, or staff willingness to share experiences and techniques. The format for these two sections includes title, funding source, audience, content, intended learner outcomes, format and techniques, costs, materials, and contact. Two final sections provide information on organizations, agencies, and materials useful in program development or improvement. The resources section gives the scope, address, and phone number of national, California, and federal and state government agencies. The references section gives bibliographic information--title, author(s), publication date, source or publisher--for selected readings, professional jounrals, and bibliographies of instructional materials. A selected list of publishers of commercial materials is also provided. (YLB)

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VOCATIONAL EDUCATION FOR HANDICAPPED INDIVIDUALS IN CALIFORNIA

Prepared for the California State Department of Education

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1979

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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INTRODUCTION

Purpose

This publication documents recent efforts by the California Regional Resource Center (CRRC) to identify inservice training opportunities, model programs, and resources for vocational educators who are or who will be working with exceptional adolescents and young adults in vocational programs.

The mandate of all educators to update their skills and knowledge of the learning needs and abilities of exceptional individuals is clearly expressed in the Education for All Handicapped Children Act of 1975, P.L. 94-142 and legislation implementing the California Master Plan for Special Education. For vocational educators working at the secondary and post-secondary levels, the mandate comes also from the Vocational Education Act of 1963, revised by the Educational Amendments of 1976 (P.L. 94-482), which includes specific national priority set-aside funds for the vocational education of handicapped adolescents and young adults.

Rationale

The training programs described in this document have been chosen because they answered one or more of the following training needs of those in vocational education or special education who teach vocational skills to exceptional individuals:

- the educators can increase their awareness of the characteristics and needs of exceptional individuals
- the educators can increase their knowledge of the laws affecting vocational programming for exceptional adolescents and young adults, and of the variety of service delivery systems for implementing these laws
- the educators can increase their skills in teaching exceptional students, such as task analysis of job stations, behavior management, and cooperative educational planning with personnel who share the responsibility for the student's program

The model sites have been selected on the basis of meeting at least one of the following criteria. First, they had some dissemination capabilities for their materials or their program as a process. Second, they had worked out a regular means of helping visitors observe their program. Third, in addition to providing direct vocational instruction for exceptional students, the program staff expressed a willingness to share experiences and techniques with visiting teachers of vocational skills and other interested personnel.

The resources, bibliography and commercial publishers together provide information or organizations, agencies and materials which should prove useful in program development or improvement in the area of vocational education for exceptional adolescents and young adults.

INSERVICE TRAINING OPPORTUNITIES

TITLE: BETTER THAN I THOUGHT! (EIGHT FILMSTIPS TO PREPARE VOCATIONAL TEACHERS FOR MAINSTREAMING HANDICAPPED STUDENTS)

FUNDING SOURCE: N/A

AUDIENCE: Vocational education teachers, special education teachers, administrators at secondary and post-secondary levels, paraprofessionals, rehabilitation and sheltered workshop employees, counselors, teacher educators and employers.

CONTENT: These eight filmstrips and cassettes provide the framework and structure needed to inform viewers on specific handicapping conditions and on related modifications in vocational teaching for instructing handicapped students. The eight filmstrips are:

1. Txkx tx thx Xpxn Rxxd (or Take to the Open Road). Features 2 learning disabled young adults in a vocational ed setting.

2. Disturbed? Who's Disturbed? Features an emotionally disturbed young adult in a vocational ed setting.

3. Unaccustomed As I Am. Features a mentally retarded young adult moving from parents' protection to developing adaptive behavior.

4. Feel Not Good deals with instructing vocational students who are hearing impaired.

5. Placement by DISability deals with instructing vocational students who are visually impaired.

6. Willing to Try deals with vocational instruction of students who are physically disabled.

7. Square Peg, Round Hole deals with vocational instruction of students who find it difficult to learn in the standard educational setting. These students may be considered "disadvantaged" or they might be from cultures other than the dominant group of the school.

8. Rx for Independence deals with the prescriptive foundation approach to providing vocational instruction to students who are handicapped.

INTENDED LEARNER OUTCOMES: This filmstrip series is intended to help vocational teachers prepare themselves and their programs for service to handicapped students. The series is intended to inform viewers on handicapping conditions, to increase empathy and to indicate the kind and extent of modifications required to adapt vocational teaching to students who are handicapped.

FORMAT AND TECHNIQUES: Suggested uses for this series include group discussion and individualized instruction in workshops, conferences, inservice meetings and professional development courses for personnel working with handicapped people.

TIME REQUIRED: The filmstrip/cassette presentations vary from 15-18 minutes in length.

COSTS: Complete set; $160.00. Individual replacement; $25.00.

MATERIALS: A guide to the use of the filmstrip series is provided. A brochure on other products and materials available from the Wisconsin Vocational Studies Center is available on request.

CONTACT: Mr. Jeffrey Hamm, Research Specialist
Wisconsin Vocational Studies Center
University of Wisconsin, Madison
964 Educational Sciences Bldg. I
1025 W. Johnson Street
Madison, Wisconsin 53706
(608) 263-3696

TITLE: CAREER AWARENESS EXPLORATION VOCATIONAL EDUCATION PROGRAM (CAEVEP)

FUNDING SOURCE: Title VI-G, Child Service Demonstration Center.

AUDIENCE: Teachers of vocational skills, work-study coordinators/counselors, and parents of handicapped individuals.

CONTENT: The purpose of the CAEVEP project is to provide a career awareness and prevocational education to be infused with the existing curriculum in the program for learning disabilities. In addition, CAEVEP is intended to increase communication between teachers of students with learning disabilities and vocational rehabilitation personnel in order to enhance the student's learning opportunities.

INTENDED LEARNER OUTCOMES: In the awareness areas, CAEVEP intends to increase student's self-awareness and their need for social interaction. Vocational teachers are intended to become more aware of what students with learning disabilities are able to do. Parents are intended to become aware of ways to help their children make realistic career choices.
Students, parents and regular and special education teachers are intended to increase their knowledge of skill training programs offered at the vocational center, and of necessary entry-level skills and job opportunities.
Students, teachers and parents are intended to improve their communication skills. Prevocational academic skills are emphasized to prepare students for their vocational experiences.

FORMAT AND TECHNIQUES: Inservice workshops, training modules and child-use materials are being developed by the CAEVEP Child Service Demonstration Center. The training modules employ direct instruction and simulation of problems experienced by students with learning disabilities.

TIME REQUIRED: A minimum of three hours is required for the participant to complete the basic training experience.

COSTS: Information will be available in Fall '79.

MATERIALS:

- Inservices Training Modules: 1) Using Contingency Constraints as Part of a Career Awareness and Prevocational Program; 2) Awareness of the Problems Encountered by Students with Learning Disabilities.
- Child-Use Curriculum Materials Developed to Date and Undergoing Revision: 1) Social Security; 2) Work Permits: 3) Personal Data Sheet; 4) Job Applications; 5) Job Sources; 6) Interviews; 7) Labor Laws; 8) Unions; 9) Introduction to Vocational Rehabilitation Centers; 10) Vocational Areas Booklets (a booklet is available for each of the 14 areas offered at the vocational schools); 11) Exploration.
- Assessment Instruments: 1) Student Self-Appraisal; 2) Student Prevocational Preparation Checklist; 3) Pre and Post Test with each Curriculum Booklet.

CONTACT: CAEVEP - CSDC
Jefferson County Public Schools
3023 Melbourne Avenue
Louisville, Kentucky 40220
(502) 459-7372

TITLE: CAREER INFORMATION FOR HANDICAPPED INDIVIDUALS

AUDIENCE: Administrators, supervisors, teachers of vocational skills, work-study coordinators/counselors, parents.

CONTENT: Workshops are designed to specific target audience so that topics can be limited in number, but expanded to the needs of the audience. Sample topics include:
Review of special, career, and vocational education; characteristics of specific disabilities; barriers to employment; vocational competencies; legislation; planning and implementation, and involvement of community resources.

INTENDED LEARNER OUTCOMES: Participants will increase awareness of career/vocational accomplishments and potentials of handicapped individuals and will gain information on sources for career/vocational development including materials, projects, agencies, and organizations. Skills will be improved in organizing comprehensive programs which include a continuum of instruction and initial placement (when appropriate) into the job market.

FORMAT AND TECHNIQUES: Assignment of activities are made prior to the workshop. Small group activities are used during the workshop in addition to the presentation of information through brief lectures and audiovisual aids. The workshop can use the text Career Education for Handicapped Children and Youth, Charles E. Merrill Publishing Co., Columbus, Ohio, 43216.

TIME REQUIRED: Two hours minimum are needed per sub-topic, with a maximum of eight hours for the complete workshop.

COSTS: To individuals: N/A.
To contracting school district: Negotiated on an individual workshop basis.

MATERIALS: A sample of a workshop schedule is available.

CONTACT: Dr. Charles Kokaska
618 Havana Avenue
Long Beach, California 90814
(213) 498-3282

TITLE: CROSS AGENCY PROJECT FOR THE EDUCATION AND TRAINING OF THE DISABLED

FUNDING SOURCE: Rehabilitation Services Administration (Department of Health, Education and Welfare), and the Industry Education Council of California.

AUDIENCE: Teachers of vocational skills, special educators, career educators, work-study coordinators/counselors, and general education teachers.

CONTENT: The program identified disabled students in the Pittsburg (CA.) Unified School District and has business and industry work with them on their IEPs leading to work exploration, work experience and placement.

INTENDED LEARNER OUTCOMES: The project is intended to develop in students an image of themselves as competent and potentially employable. Vocational education personnel will acquire information on identifying through IEPs, the employment potential of disabled students and on providing skill building curriculum.

FORMAT AND TECHNIQUES: The project relies on site visits and employer participation within a model for community-based learning opportunities. As many as 24 agencies may be involved at times in the process of providing experience and training development for disabled children.

TIME REQURIED: Not established.

COSTS: To individuals: Not established.
To contract school distirct: Cost would depend upon range of community involvement.

MATERIALS: There is a nine month report available which describes the program. Brochures on the Industry Education Council of California (IECC) may be requested.

CONTACT: Industry Education Council of California
1575 Old Bayshore Highway
Burlingame, California 94010
(415) 697-4311

TITLE: EVALUATING RESOURCES FOR HANDICAPPED STUDENTS

FUNDING SOURCE: Vocational Education Act funds.

AUDIENCE: Administrators, supervisors, teachers of vocational skills, work-study coordinators/counselors.

CONTENT: This in-service guide contains information concerning the evaluation of vocational curriculum materials for handicapped students. It contains an instructional resource checklist, criteria for evaluating outstanding vocational curriculum materials, and sample forms.

INTENDED LEARNER OUTCOMES: Participants will learn how to evaluate curriculum resources in vocational education of handicapped students.

FORMAT AND TECHNIQUES: The guide may be used as a self-instructional package or in small group in-service settings.

TIME REQUIRED: Individualized according to need.

COSTS: To individuals: To be set by publishers.
To contracting school district: See above.

MATERIALS: No descriptive brochures are available at this time.

CONTACT: Sarah Kryszak, Resource Coordinator
Maryland Vocational Curriculum Research and Development Center
J.M. Patterson Building
University of Maryland
College Park, Maryland 20742
(301) 454-6927

TITLE: EXPERIENCE-BASED CAREER EDUCATION (EBCE): ORIENTATION, TRAINING AND TECHNICAL ASSISTANCE

FUNDING SOURCE: National Diffusion Network for planning assistance for a mainstreamed program.

AUDIENCE: Administrators, supervisors, teachers of vocational skills, work-study coordinators/counselors.

CONTENT: Two services available:

1. Planning assistance is available for adopters of a mainstreamed EBCE program through a National Diffusion Network Developer/Demonstration Project in EBCE
2. Other planning assistance and training is available through purchase from Far West Laboratories (FWL).

Topics covered are:

- orientation to the concepts, configuration, and demonstrated outcomes of EBCE
- planning for implementation of EBCE in the LEA's environment.
- training of staff in learning facilitation, i.e., motivating and guiding students in self-directed learning projects that blend academics, career exploration, and development of living skills.
- training of staff in recruiting and developing community persons and organizations to serve as "resources" for learning projects at their worksites.
- post-implementation trouble-shooting with staff through on-site visitation and consultation.

INTENDED LEARNER OUTCOMES: LEA administrators assess the appropriateness of EBCE as a program of career and vocational exploration. LEA administrators determine what, if any, adaptation of EBCE is desired within their district. Teachers develop skills in learning facilitation (i.e., motivating and guiding rather than instructing).

FORMAT AND TECHNIQUES: Awareness conferences, staff development workshops and evaluation workshops are available. Role-playing, simulation, brainstorming, observation followed by actual performance of "resource-person" recruitment are used.

TIME REQUIRED: Five to ten days are required.

COSTS: To individuals: No cost if release time is available.
To contracting school district: Release time for local staff training plus salary, per-diem and travel of Far West Laboratories staff. Cost to district, assuming 3-10 staff members, should range between $1,200 and $2,200 (plus travel for one FWL staff member).

MATERIALS: Set of four operational handbooks for implementing and operating the program costs $75.00. Brochures and some awareness materials are available

at no cost. Publications on mainstreaming handicapped students in EBCE are available at cost ($2.00 each).

CONTACT: Lynn Jenks, Director
Regional Services Program
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103
(415) 565-3000

TITLE: THE ILLINOIS NETWORK OF EXEMPLARY OCCUPATIONAL EDUCATION PROGRAMS FOR HANDICAPPED AND DISADVANTAGED STUDENTS

FUNDING SOURCE: Department of Adult, Vocational, and Technical Education, Illinois Office of Education.

AUDIENCE: Administrators, supervisors, teachers of vocational skills.

CONTENT: Network topics include:

- Legislation and programs
- Mainstreaming
- Program planning and implementation

INTENDED LEARNER OUTCOMES: Awareness will be gained of program components and supportive services necessary to effectively mainstream handicapped students in vocational education. Participants will increase knowledge of the implication of legislation and of inservice activities necessary to implement the legislation, and will build skills in curriculum adaptation and development.

FORMAT AND TECHNIQUES: The available materials can be used for in-service workshops. Simulations and many other techniques are employed.

TIME REQUIRED: Dependent upon type of activity and goals of participants.

COSTS: To individuals: Out of state persons may obtain free-loan materials. To contracting school district: Inservice activities to out-of-state agencies may be arranged.

MATERIALS: A free brochure is available. Materials which are available as free loan copies are:

1. Three slide-tape programs
   - Legislation and Programs
   - Mainstreaming - It works!
   - Programming, Planning and Implementation
2. Resource Catalog of Materials and Services
3. Compendium of Articles Relating to Special Needs/Vocational Education
4. Quarterly Newsletter: "The Network News"
5. Inservice Materials

CONTACT: Catherine (Cookie) Batsche
Turner Hall
Illinois State University
Normal, Illinois 61761
(309) 436-6022

TITLE: INSERVICE TRAINING FOR EDUCATORS OF HANDICAPPED ADOLESCENTS AND ADULTS

FUNDING SOURCE: Bureau of Occupational and Adult Education (BOAE), Vocational and Technical Division; Bureau of Education for the Handicapped (BEH); State of Florida Department of Education, Division of Vocational, Technical and Adult Education, Education Personnel Development Act Grant(Administration).

AUDIENCE: Vocational Educators, Special Educators, Regular Educators and School Administrators.

CONTENT: This inservice training program consists of 26 modules, presented by instructors Dr. Stuart E. Schwartz (Special Education) and Dr. James Hensel (Vocational Education), both of the University of Florida. The modules include pre/post testing, audio-visual materials, appropriate handouts and require active involvement of the participants.

An inservice training program can be designed to meet the needs of a contracting school district's teachers and administrators, by choosing the modules desired. The modules which are presently available include:

1. Characteristics of Handicapped Students
2. The Role of Work in Society
3. Community and School Resources
4. Communications and Counseling
5. Research, Future Trends and Issues
6. Community and Employers' Attitudes
7. Modifying Instructional Materials
8. Instructional Management and Discipline
9. Handling Teaching Emergencies
10. Staffing for Placement and Programming
11. Legislation, Policies and Laws
12. Work Study Programs
13. Attitudes About Handicaps
14. Job Analysis-Task Analysis
15. Career Education
16. Life Adjustment Skills
17. Academic Instruction Techniques
18. Vocational Instruction Techniques
19. Individualized Educational Plans
20. Model Secondary/Vocational Programs
21. Identifying and Selecting Instructional Materials
22. Learning Styles of Students
23. Vocational Evaluation
24. Modifying the Environment for Instruction
25. Utilizing a Team Approach
26. Vocational Opportunities for the Handicapped

Additional Modules are presently being developed.

INTENDED LEARNER OUTCOMES: The modules are intended 1) to increase the participants' awareness of the characteristics and needs of handicapped individuals; 2) to increase participants' knowledge of legislation, policies and laws; 3) to acquaint participants with availability of community and school resources;

4) to provide information on the relationship of research/future trends and issues to field settings where educators work with handicapped individuals in vocational programs; 5) to build skills in evaluation of materials, modification of materials, program planning and implementation, development of appropriate criteria for evaluating student progress.

FORMAT AND TECHNIQUES: The selected modules may be presented as an inservice workshop for a district or a centralized conference by contract with the instructors. The techniques include brainstorming, evaluation of a school program, simulations, site visits and presentation of audio-visual materials.

TIME REQUIRED: Each module is approximately 3 hours in length. The length of a workshop could range from one day to a week. Arrangements can be made for recurring sessions (every few weeks or months) depending on the needs of the contracting district. A one-hour overview of the workshops can also be presented.

COSTS: Costs depend on the number of days contracted. The fee is $200.00 per day, per instructor. If a district desires multiple days or a continuing contract, this sum is negotiable.

MATERIAL: Related materials developed by Dr. Schwartz include a series of booklets, entitled Another Step Forward. The titles are:

1) Mainstreaming Handicapped Students into the Regular Classroom
2) Characteristics of Handicapped Students
3) Evaluation and Placement
4) A System of Management
5) Architectural Considerations for a Barrier Free Environment

The series was designed to help vocational teachers and administrators relate more effectively to handicapped students in their classrooms. Produced as a special project at the University of Florida, these booklets have been selected as one of five projects for nationwide dissemination by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210. For futher information on Another Step Forward, contact Lynn Peterson at (800) 848-4815.

A twenty minute video tape on the role of vocational educators in the staffing process is available on a loan basis from Dr. Schwartz at the U. of Florida, Gainesville.

CONTACT PERSON: Dr. Stuart E. Schwartz
College of Education
University of Florida
Gainesville, Florida 32611
(904) 392-0702 or 392-0755

TITLE: INSTRUCTIONAL DEVELOPMENT FOR SPECIAL NEEDS LEARNERS: AN INSERVICE MANUAL (L. ALLEN PHELPS)

FUNDING SOURCE: Grant No. OEG-00-750-0386 Bureau of Occupational and Adult Education, Office of Education, US DHEW.

CONTENT: This resource guide contains a series of seven modules designed to acquaint occupational and special educators with a systematic process for developing instruction for special needs learners. Module topics include:

- Learner identification and analysis
- Cooperative instructional arrangements
- Instructional resources
- Cluster and content analysis
- Instructional planning
- Instructional implementation
- Evaluation of learner progress

INTENDED LEARNER OUTCOMES: Participants will learn how to plan, implement, and evaluate individualized educational programs for special needs learners at the secondary level.

FORMAT AND TECHNIQUES: The modules may be used as self-instructional or small group inservice activities.

TIME REQUIRED: From 1-5 hours per module are required.

COSTS: To individuals: Anyone may reproduce the modules at their own expense.
To contracting school district: See above.

MATERIALS: See above.

CONTACT: Dr. L. Allen Phelps
Department of Vocational and Technical Education
University of Illinois
345 Education Bldg.
Urbana, Ill. 61801
(217) 333-2325

TITLE: MAINSTREAMING SECONDARY SPECIAL VOCATIONAL NEEDS LEARNERS

FUNDING SOURCE: Purdue Research Foundation

AUDIENCE: Primarily teachers of vocational skills; also supportive personnel such as work-study coordinators.

CONTENT: The ten videotapes include:

- identification of special needs learners
- assessing learner needs
- coordinating LEA resources for developing the IEP
- instructional planning
- sequencing instruction
- analysis of reading materials
- behavior management
- resources/modification of facilities and equipment
- evaluation of learner progress and course
- placement and follow-up

INTENDED LEARNER OUTCOMES: Participants will increase awareness, knowledge, and skills in the content areas, particularly through the completion of an individual practicum.

FORMAT AND TECHNIQUES: This program has been used in intensive workshops of 2-5 days, inservice workshops and conferences, independent studies, and small group studies formats. Vocational educators can successfully conduct these sessions. The videotapes include cartoons, slides, and action shots representing special vocational learners in their settings. The accompanying syllabus includes suggested activities to be completed in groups or individually.

TIME REQUIRED: A minimum of 2 days and a maximum of 2 weeks is usually required to complete this training experience.

COSTS: To individuals: This program is offered as a college course in Indiana for which tuition is charged.
To contracting school district: This program is available nationally for rent at $20.00 per title, or for purchase at $70.00 per title. The syllabus costs $3.00 and descriptive flyers are $25.00 per 1,000 or they may be reproduced by contracting school district or organization.

MATERIALS: The syllabus may be purchased separately.

CONTACT: Mr. Jerry O'Brien, Director
Division of Independent Study
Continuing Education Administration
116 Stewart Center
Purdue University
West Lafayette, Indiana 47907
(317) 494-2227

TITLE: MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION PROGRAMS: THE DEVELOPMENT OF SIX MODULARIZED TRAINING PACKAGES FOR SCHOOL PERSONNEL

FUNDING SOURCES: Texas Education Agency, Division of Occupational Education and Technology.

AUDIENCE: Administrators, supervisors, teachers of vocational skills, work-study coordinators/counselors.

CONTENT: Topics include:

- Mainstreaming Overview
- Roles
- Assessment
- Placement Process
- Insights
- Teaching Strategies

INTENDED LEARNER OUTCOMES: Participants will become aware of handicapping conditions, laws relating to mainstreaming, roles of peers, administrators, teachers and auxillary personnel. They will be able to determine learning modalities and appropriate teaching techniques, and build skills in assessment and development of individual education plans.

FORMAT AND TECHNIQUES: The six multi-media modules are designed for in-service at the secondary level. The modules consist of slides, tapes, and participant workbooks and can be used as direct instruction or self-instruction. Group activities, case studies, simulations, and discussions are employed.

TIME REQUIRED: A minimum of 3 hours and maximum of 2 days are required to implement the complete program, although each module can be used separately.

COSTS: To individuals: N/A. To contracting school districts: The materials may be borrowed or purchased.

MATERIALS: A free brochure is also available.

CONTACT: Linda Hudson Parrish, Project Director
College of Education
Vocational Special Needs
Texas A&M University
College Station, Texas 77843
(713) 845-6816

TITLE: MODIFYING VOCATIONAL PROGRAMS FOR HANDICAPPED STUDENTS

FUNDING SOURCE: N/A

AUDIENCE: Administrators, supervisors, vocational teachers.

CONTENT: Participants can select from several training and disabilities areas. The most commonly selected areas are how to modify vocational programs for students with mental, learning, and emotional disabilities. Also available are the areas of hearing, visual and physical disabilities, disadvantaged, drug and alcohol abuse.

INTENDED LEARNER OUTCOMES: Pre-class questionnaire determines awareness and awareness activities are presented if needed. Participants increase information on how to modify and teach courses for vocational students with various disabilities. Participants build skills through the task of modifying a course they teach or their administrative approach.

FORMAT AND TECHNIQUES: This is an in-service workshop using direct instruction from the Wisconsin Vocational Studies Center staff, role playing, hands-on activities, and audio-visuals.

TIME REQUIRED: A minimum of 1-2 days and a maximum of 4-5 days are required.

COSTS: To individuals: $50.00 - $80.00 depending on number of participants. To contracting school district: That part of each participant's cost which the contracting school wishes to provide.

MATERIALS: Descriptive materials are not available.

CONTACT: Lloyd M. Tindall
Wisconsin Vocational Studies Center
University of Wisconsin-Madison
1025 W. Johnson Street
Madison, Wisconsin 53706
(608) 263-3693

TITLE: OUT-OF-SCHOOL YOUTH

FUNDING SOURCE: Federal and local funds.

AUDIENCE: Teachers of vocational skills and work-study coordinators/counselors.

CONTENT: This is a second-chance program for youth who left school before graduation and were previously enrolled in special education. The program consists of educational/vocational assessment, prescriptive educational/vocational plan of action, follow-along services, and job placement.

INTENDED LEARNER OUTCOMES: Workshop participants will learn how to establish and implement an out-of-school youth program.

FORMAT AND TECHNIQUES: The in-service workshop uses direct instruction, role-playing, and simulation. Can also be conducted as a self-instructional package.

TIME REQUIRED: From two days to one week are required.

COSTS: To individuals: Will vary.
To contracting school district: Prices not yet set; may be available for cost of postage.

MATERIALS: A slide-sound presentation and manual will be available after 8/30/79. A free descriptive brochure is available.

CONTACT: Dr. Mark Gilbert Cougar
Supervisor, Vocational/Educational Services
3rd Floor, Special Education
360 Colbourne Street
St. Paul, Minnesota 55702
(612) 292-6212

TITLE: PARENT PARTNERSHIP TRAINING PROGRAM (PPTP) (BY MARY H. MOORE)

FUNDING SOURCE: P.L. 91-230, B.E.H. Title VI (B) 1972-1977.

AUDIENCE: Administrators, supervisors, teachers of vocational skills, work-study coordinators/counselors.

CONTENT: Two volumes of the eight volume set deal with vocational development:

- Book 6: Light housekeeping and in-home assistance
- Book 7: Heavy-duty cleaning, yards and grounds care

(All skill areas include a discussion of prerequisite skills, teaching suggestions, and special assessment and record-keeping forms and procedures.)

INTENDED LEARNER OUTCOMES: Each skill included in the PPTP Work Skills manuals is broken down into small incremental learning steps, which focuses instructor awareness on the special needs of the handicapped vocational education student. Upon completion of a staff in-service, each participant will be able to assess, place, monitor, and teach students in the skill areas.

FORMAT AND TECHNIQUES: PPTP is a self-instructional package with model training sequences included. In conjunction with PPTP Book 1: Introductory Guide, the Work Skills manual are used for in-service training.

TIME REQUIRED: A minimum of 6 and a maximum of 20 hours are required.

COSTS: To individuals: Work skills manuals are $22.50 each.
To contracting school district: Lower range of expenses would be $50.00 per participant for materials plus fee of $250.00 and expenses for one day in-service workshop. The upper range of expenses would be $136.00 per participant for complete set of materials plus fee of $750.00 plus expenses for 3½ day workshop.

MATERIALS: In addition to manuals, a catalog and additional information are available upon request.

CONTACT: Mary H. Moore
3344 Gross Street
Eureka, California 95501
(707) 442-3505

Melinda Ferguson
Walker Educational Book Corp.
720 Fifth Avenue
New York, New York 10019
(212) 265-3632

Virginia Primrose
15962 Holly Drive
Fontana, California 92335
(714) 723-5602

TITLE: PROJECT DISCOVERY

FUNDING SOURCE: Partial funding by National Diffusion Network.

AUDIENCE: Teachers of vocational skills, work-study coordinators/counselors.

CONTENT: Project Discovery is a systematic approach to career/vocational exploration that allows the participant to search for a "career theme," not just "a job," through hands-on experiences. The "Special Edition" is designed for the special needs population.

INTENDED LEARNER OUTCOMES: This program increases awareness of satisfying work, promotes career development, and provides varied and realistic work experiences.

FORMAT AND TECHNIQUES: Self-instructional mediated packages provide direct instruction to vocational educators. Simulation is used as a special technique.

TIME REQUIRED: Two days are needed to complete this training.

COST: To individuals: N/A
To contracting school district: Workshop costs include air fare and living expenses for trainers and consultative fees of $75.00 per day. "Special Edition" materials range from $105.00 for a single package to $2,850.00 for all 10 packages. "Regular Edition" ranges from $45.00 for a single package to $6,600.00 for all 28 packages.

MATERIALS: Descriptive materials are available free of charge.

CONTACT: Philip Olive or Ron Curtis
Southwest Iowa Learning Resources Center
410 Reed St.
Red Oak, Iowa 51566
(712) 623-4913

TITLE: PROJECT FIVE-H (Phases I and II)/ FORMULA FOR IMPROVING VOCATIONAL EDUCATION FOR THE HANDICAPPED

FUNDING SOURCE: The Educational Amendments of 1976, P.L. 94-482, Title II Vocational Education, P.L. 95-40. Project FIVE-H is funded by the Joint Committee on Vocational Education.

AUDIENCE: Vocational education administrators, supervisors, program developers and vocational education teachers.

CONTENT: PHASE I: The instructional content of this awareness and understanding program was presented through a series of statewide inservice seminars, located at 12 sites. The one-day session included the following: "Overview and Background"; "Bias and Stereotyping of Handicaps and Sex"; "Assessment", "Individualized Education Programs(IEP's)"; "Funds and Resources"; and "Wrap-Up and Challenge". Training sessions ended May,'79; Phase I was completed June 30, 1979.

PHASE II: This phase will be known as FIVE-H II. It will last from mid-fall 1979 to early spring 1980. These seminars follow-up Phase I with a skill building focus on increasing the capabilities of local and county teams. The teams will consist of key personnel: one from Special Education and one from Vocational Education. There is a possibility of some technical assistance follow-up by trainer teams.

INTENDED LEARNER OUTCOMES: FIVE-H (Phase I) was intended to increase both awareness and knowledge of vocational educators who would then be responsible for training others in their districts. FIVE-H II(Phase II) is intended to build skills in educational planning team development, to increase cooperation and communication between special education personnel and vocational education personnel at the county and local education agency level.

FORMAT AND TECHNIQUES: FIVE-H uses the trainer-of-trainers model. Those trained in the initial seminars then serve as principal presenters in geographically distributed seminars. Techniques include direct lecture; read/refer; walk-through; large group question and answer; small group discussion and dialogue; role playing and case study games.

TIME REQUIRED: Phases I and II each require one day, from 9:30 a.m. to 4:30 p.m.

COST: There is no cost to participants or school districts. FIVE-H is a statewide inservice training project sponsored by the Vocational Education Unit of the California Department of Education, the California Community Colleges, and University Extension, UCLA.

MATERIALS: At the end of each Phase I training seminar, an instructional package was presented to each participant. Following a second printing, a limited number of copies of this notebook may be available for the cost of postage. Phase II materials will not be available until training seminars begin in the fall.

CONTACT: J. Lyman Goldsmith,Director
Project FIVE-H
Room 617, UNEX Bldg.
10995 Le Conte Avenue
Los Angeles, Ca. 90024
(213) 825-5558

TITLE: PROJECT MAINSTREAM

FUNDING SOURCE: California State Department of Education, Vocational Education Support Services Section, P.L. 94-482 (VEA) Subparts 3 and 5.

AUDIENCE: Teachers of vocational skills.

CONTENT: Theory and hands-on practice for vocational educators in dealing with disadvantaged and handicapped students in their vocational classes were presented in a two-day workshop with additional in-depth sessions. Topics covered were: IEP and IIP; community resources and individual resources; teaching techniques; communication with special education teachers; identifying handicapping conditions; types of mainstreaming; P.L. 94-142 and AB 1250.

INTENDED LEARNER OUTCOMES: Participants will become aware of relevant legislation and learn about handicapping conditions with emphasis on the learning disabled. They will increase their knowledge of teaching techniques, community resources and individual district resources, and will be able to develop and implement an IIP.

FORMAT AND TECHNIQUES: The program used role-playing, on-site visitations, guest presentation, small group work, implementation of IIP, individual contracts for development of teaching inventions and adaptations for integrating the handicapped student into the vocational programs.

TIME REQUIRED: A minimum of 36 and maximum of 41 hours was required.

COSTS: To individuals: None.
To contracting school district: Matching funds to equal the project grant, $25,000 - $30,000.

MATERIALS: A compilation of the research materials, inventions, and strategies developed is available for cost of reproduction.

CONTACT: Kurt Krueger, Project Director
San Mateo Union High School District
San Mateo, California 94401
(415) 348-8834, ext. 273

TITLE: PROJECT PREVOC: PREVOCATIONAL TRAINING FOR THE HANDICAPPED

FUNDING SOURCE: Title IV-C.

AUDIENCE: Teachers of vocational skills.

CONTENT: This training program consists of ten modules:

1. Rationale
2. Work and play
3. Career development
4. Work evaluation and training
5. Behavioral assessment
6. Curriculum development
7. Use of environmental cues
8. Method and content - task analysis
9. Format, feedback, and procedure
10. Rewriting, criterion, and data collection

It is designed for teachers of prevocational programs for the severely handicapped, and can be used by teachers of the mild to moderately handicapped with modifications.

INTENDED LEARNER OUTCOMES: Participants will become aware of the historical development and issues related to vocational rehabilitation and habilitation of the handicapped. They will understand and be able to implement the Continuum of Services Model, including assessment, task analysis, behavioral objectives, and training.

FORMAT AND TECHNIQUES: This inservice workshop is led by a facilitator and employs role play, simulations, small and large group discussions, audio-visual presentations, and hands-on training.

TIME REQUIRED: Each module requires one hour for implementation, with a maximum of seven days for a complete program.

COSTS: To individuals: No charge individually.
To contracting school district: Training program with non-consumables is $300.00. Trainers must duplicate participant modules at their expense.

MATERIALS: The complete training package includes:

1. One bound leader's manual
2. 7 audio tapes, 7 filmstrips
3. 8 bound and 8 unbound (for duplication) participants manuals
4. One set of BCP charts with bound observation manual
5. 29 transparencies, 1 puzzle activity, 1 sorting activity
6. Master Program Plan (curriculum)
7. One bolt board kit with training manual, model client schematic.

Brochure available upon request.

CONTACT: Maxine J. Lain, Project Manager
Education Service Center, Region XIII
7703 N. Lamar Blvd.
Austin, Texas 78752

TITLE: PROJECT VITAL (VOCATIONAL INSERVICE TRAINING FOR ALL SPECIAL AND GENERAL EDUCATION PERSONNEL)

FUNDING SOURCE: U.S.O.E. Bureau of Education for the Handicapped IV-D.

AUDIENCE: Administrators, supervisors, teachers of vocational skills, work-study coordinators/counselors, special education teachers.

CONTENT: Seminar topics in this training program include:

- information on handicapped students and vocational programs
- curriculum development/adaptation, instructional strategies, and learning materials
- communication, cooperation, and joint program planning and implementation between vocational and special educators

INTENDED LEARNER OUTCOMES: Participants will gain the positive attitudes, knowledge, and competencies necessary to assure quality vocational programs for handicapped junior and senior high school students.

FORMAT AND TECHNIQUES: These inservice workshops use direct instruction and simulation to develop a core group of teachers who will serve as role models and inservice leaders in their base schools.

TIME REQUIRED: The program requires 40 hours.

COSTS: To individuals: No cost.
To contracting school district: Although the workshops take place in Virginia, California educators may obtain workshop materials for the cost of reproduction and mailing in Fall, 1979.

MATERIALS: See above. A descriptive brochure is also available at no charge.

CONTACT: Joseph B. Sheare, D.Ed.
Director, Staff Development Institute
6200 Charles C. Goff Drive
Springfield, Virginia 22150
(703) 971-3015

TITLE: SIMULATED WORKSHOP AND INFORMATION ON STRADDLE SCHOOLS (SWISS)

FUNDING SOURCE: P.L. 94-142 and others.

AUDIENCE: Administrators, supervisors, teachers of vocational skills, work-study coordinators/counselors.

CONTENT: This workshop emphasizes awareness of needs of handicapped students in vocational education, advocacy of these students, and facilitation in the delivery of educational programs.

INTENDED LEARNER OUTCOMES: Participants will be able to understand and respond to common problems in the vocational education of handicapped students, and will increase their sensitivity to the needs of handicapped youngsters.

FORMAT AND TECHNIQUES: SWISS is conducted as a two or three-day workshop which uses a simulation format. Participants play the role of a director of special education and are asked to develop viable solutions to problems posed by various school personnel, employees, and parents.

TIME REQUIRED: From 1½ to 3 days are required to complete the program.

COSTS: To individuals: N/A
To contracting school district: Local workshops may be arranged for the cost of expenses and consultant fees.

MATERIALS: Workshop materials are available on a loan basis. A program description can be obtained at no charge.

CONTACT: Mr. Preston E. Smeltzer, Supervisor
Vocational Special Needs Programs
Bureau for Vocational and Career Education
State of Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-7987

TITLE: A SYSTEM FOR THE IDENTIFICATION, ASSESSMENT AND EVALUATION OF THE SPEICAL NEEDS LEARNER IN VOCATIONAL EDUCATION (ALBRIGHT, L., EVANS, R.N., AND FABAC, J.)

FUNDING SOURCE: USOE Bureau of Occupational and Adult Education.

AUDIENCE: Teacher-educators, local/state inservice educators, administrators, supervisors, teachers of vocational skills, work-study coordinators/counselors.

CONTENT: Administrators' manual for the identification and assessment system is provided with nine guides. Content includes introduction to the system, identification, assessment strategies, individualized vocational plan, using the plan in work-education programs, assessing vocational development, monitoring progress, follow-up of students and employers.

INTENDED LEARNER OUTCOMES: The primary focus is on skill building.

FORMAT AND TECHNIQUES: The program is self-instructional but can be adapted for other formats. A trainer of trainers approach is recommended.

TIME REQUIRED: Depends on how the program is used. It could be structured as a year-long inservice program using all the guides.

COSTS: To individuals: Approximately $15.00.
To contracting school district: Same.

MATERIALS: All materials available from publisher.

CONTACT: Western Illinois Publications Clearinghouse
Western Illinois University
Macomb, Illinois 61455

TITLE: TASK ANALYSIS TRAINING

FUNDING SOURCE: N/A

AUDIENCE: Teachers of vocational skills.

CONTENT: The philosophy and training technique developed by Dr. Marc Gold's "Try Another Way," is taught. A participant is also taught to analyze a wide range of tasks aimed at training people of differing capabilities.

INTENDED LEARNER OUTCOMES: Participants become aware of the capabilities of developmentally disabled persons and build skills in task analysis so that they may present a task to a given learner in the most appropriate manner.

FORMAT AND TECHNIQUES: This program consists of an in-depth inservice workshop using direct instruction and audio-visual aids which can range from a few weeks to four months depending on need. The workshop is held in San Diego and follow-up visits to participants' sites are made. Consultation is also available for administrators interested in setting up a "Try Another Way" training program.

TIME REQUIRED: Depends on participant need.

COSTS: To individuals: From $150.00
To contracting school district: From $200.00 depending on the number of staff involved.

MATERIALS: A description of the program is available at no cost.

CONTACT: Donna Dowell
Staff Development Coordinator
San Diego County Association for the Retarded
3035 "G" Street
San Diego, California 92102
(714) 234-6711

TITLE: THE TEAM APPROACH TO VOCATIONAL EDUCATION FOR THE HANDICAPPED: VOCATIONAL EDUCATORS AND SPECIAL EDUCATORS

FUNDING SOURCE: School districts may contract directly with the developer.

AUDIENCE: Vocational education administrators and teachers, work-study coordinators, special education teachers.

CONTENT: This workshop has four major emphases: attitudes of vocational educators and special educators toward each other and toward the handicapped student; the special educator and the Individual Education Plan(IEP); the vocational educator and the IEP; Vocational Education/Special Education team work in programming for students in special day classes and for mainstreamed students.

INTENDED LEARNER OUTCOMES: Both groups will gain an understanding of one another's goals, techniques and problems. Participants will increase their knowledge of legislation, regulations, and interpretation of the laws guiding service delivery to handicapped students by special education and vocational education programs. Participants will build skills in the area of writing the Individual Education Plan(IEP); specifying IEP objectives in vocational and related career areas.

FORMAT AND TECHNIQUES: This workshop uses a direct instruction training model, featuring pre-workshop assignments, small group discussion and problem-solving, and individual participant's presentations. Also, the workshop has been adapted to a lecture presentation.

TIME REQUIRED: The workshop is designed as a one-day inservice program; the lecture presentation is a 90-minute overview.

COST: Cost should be negotiated with the developer.

MATERIALS: Materials are free to the workshop participants.

CONTACT: Paul J. Perencevic
Head Teacher
Vista Del Mar School
3200 Motor Avenue
Los Angeles, California 90034
(213) 421-4642 (after 5 p.m.) (home)
(213) 836-7251 (work)

TITLE: TRAINING FOR PLACEMENT: COMPREHENSIVE VOCATIONAL TRAINING FOR THE MENTALLY HANDICAPPED

FUNDING SOURCE: Division of Vocational Rehabilitation, Developmental Disabilities Grant.

AUDIENCE: Administrators, supervisors, teachers of vocational skills, work-study coordinators/counselors.

CONTENT: This training program consists of a 205-page manual describing a behavioral and systematic approach to training, placement and follow-up of the moderately and severely retarded adult into competitive jobs.

INTENDED LEARNER OUTCOMES: Although the program is specifically oriented toward successful placement of each handicapped trainee, broader purposes include developing new training techniques and follow-up services, facilitating greater independence for mentally retarded young adults, and introducing applied behavior analysis to professionals in training.

FORMAT AND TECHNIQUES: N/A

TIME REQUIRED: N/A

COSTS: To individual: Manuals cost $12.00.
To contracting school district: N/A

MATERIALS: In addition to the manual, brochures are available at no cost.

CONTACT: Jo-Ann Sowers, Director
WJ-10
Child Development and Mental Retardation Center
University of Washington
Seattle, Wash. 98195
(206) 543-6387

TITLE: VOCATIONAL/CAREER COMPONENTS OF THE CALIFORNIA MANPOWER DEVELOPMENT THROUGH SYSTEMATIC LINKAGE PROJECTS (Four Subcomponents)

FUNDING SOURCE: The Education for All Handicapped Children Act, P.L.94-142, Title VI-D.

AUDIENCE: The target audience is specific for each of the four subcomponents:

Number One- Vocational and Special Education Instructors.

Number Two- Administrators and Work Experience/Study Coordinators.

Number Three- Vocational and Special Education Instructors and Program Specialists.

Number Four- Regular Classroom and Special Education Teachers.

CONTENT: Subcomponent One will focus on the provision of specially designed vocational education for individuals with exceptional needs, using research and engineering technologies and functional analyses. Three objectives have been identified: 1) to show how to use a functional analysis to evaluate the individual's modifications required for a vocational education setting or independent living setting; 2) to describe some successful modifications that have been made in employment/vocational settings; 3) to describe available low-cost modifications and consulting firms available; 4) to identify the available equipment and materials for vocational education programs with specific teacher-use references.

Subcomponent Two will focus on the development of resources for community vocational opportunities for individuals with exceptional needs. The objectives of this subcomponent include 1) description of publicly-supported financial/supportive resources for vocational education in the Employment Development Department, Crippled Children's Services, Regional Centers and Department of Rehabilitation; 2) description of private employers, professional organizations, local government, Chamber of Commerce, Industry Education Council, non-profit sheltered workshops, activity and work activity centers; 3) description of a method for using these resources to build a work experience program.

Subcomponent Three will focus on building an assessment process for vocational/career education. The three major objectives of this subcomponent include 1) building an assessment process model which uses psychological, social, family history, medical, functional limitations, vocational aptitudes, task sampling and other information for educational placement; 2) utilizing vocational assessment information in an SAT/EAS or Eligibility and Planning Team meeting; 3) development of professional awareness of agencies active in vocational assessment in existing community resources.

Subcomponent Four will focus on the process of building a career awareness program and pre-vocational skills program, primarily for younger and lower-functioning individuals with exceptional needs. The three major objectives are 1) incorporation of career education objectives in existing curricula offered in special classes; 2) providing information on promising practices and model programs for site observation; 3) providing information on professional,

business and industry, government, labor, and non-profit groups which will provide written or direct assistance.

INTENDED LEARNER OUTCOMES: See objectives of each of the four subcomponents.

FORMAT AND TECHNIQUES: Objectives will be achieved by a variety of techniques depending on the subcomponent; site visits, direct instruction, audio-visual presentation, simulation of team planning processes are projected. The Vocational/Career Components of VI-D are intended to provide awareness training in Subcomponents One and Four, and skill-building training on subcomponent Three using a Voctional Education/Special Education team approach.

TIME REQUIRED: Unknown at this time.

COST: These Vocational/Career Components are sponsored by the Office of Special Education, California State Department of Education. The training will be at no cost to participants.

MATERIALS: It is anticipated that resource manuals for Subcomponents One and Two will be developed for dissemination by the California State Department of Education.

CONTACT: Robert L. Evans, Consultant
Personnel Development Unit
Resources Development Section
Office of Special Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814
(916) 445-0776

TITLE: VOCATIONAL CAREERS FOR THE HANDICAPPED

FUNDING SOURCE: Bureau of Education for the Handicapped - United States National Bank.

AUDIENCE: Teachers of vocational skills and work-study coordinators/counselors.

CONTENT: This training model covers task analysis, design and delivery of prescriptive programs, use of volunteers, design of behavior problem programs, data analysis, classroom procedures, community procedures.

INTENDED LEARNER OUTCOMES: Trainees will be able to define 20 behavioral terms, conduct prescriptive programs in the areas of vocational, independent living, and/or academic skills, observe volunteer behavior accurately, set up a job exploration and job placement, train a client in a job site, design a task analysis, and design a training program.

FORMAT AND TECHNIQUES: A demonstration site, graduate training, and in-service workshops (available to California educators) are the formats used. Participants get directly involved with tasks.

TIME REQUIRED: Workshops are for 5 days.

COSTS: To individuals: $150.00 per participant in workshops.
To contracting school district: Training fees plus traveling expenses.

MATERIALS: Administrative manual, assessment pages, training model are available at cost.

CONTACT: Dr. Keith Larson or Mrs. Jean Edwards
Special Education Department
P.O. Box 751
Portland, Oregon 97202
(503) 229-4632

TITLE: VOCATIONAL EDUCATION INSERVICE TRAINING PROJECT

FUNDING SOURCE: BEH-Special Project.

AUDIENCE: Administrators, supervisors, and teachers of vocational skills.

CONTENT: The modules are related to the following topics:

- awareness of all types of exceptionality
- diagnosis and assessment of learning problems
- method and materials for special needs students in the regular classroom
- vocational education class
- classroom management and organization for teaching special needs students
- use of resources

INTENDED LEARNER OUTCOMES: All modules are designed to raise awareness, increase information, and build skills. The emphasis is on direct application of learned skills in the classroom.

FORMAT AND TECHNIQUES: This program is designed to be used as an inservice workshop or conference. Applied practice in the classroom, idea-sharing sessions, large and small group discussions, development of products, and role-playing/simulation are used.

TIME REQUIRED: Depends on structure of program. There are approximately 38 modules of 30 minutes each.

COSTS: To individuals: None.
To contracting school district: The cost of materials used - not more than $50.00.

MATERIALS: A trainer's manual, inservice training modules, and a training resources guide for each participant are available. A descriptive brochure can be requested.

CONTACT: Madelyn K. Regan, Project Coordinator
Kansas University Medical Center
Dept. of Special Education CRU/UAF Rm. 103
39th & Rainbow
Kansas City, Kansas 66103
(913) 588-5579

TITLE: VOCATIONAL EDUCATION IN-SERVICE WORKSHOP

FUNDING SOURCE: N/A

AUDIENCE: All educators of secondary and college level who teach or work with learning disabled and other handicapped students.

CONTENT: Three training outlines describe the topics needed to be covered when training tutors and aides, parents, vocational teachers and administrators, and special educators.

INTENDED LEARNER OUTCOMES: Awareness will be increased. Participants will learn how to prepare and teach the materials. Skills will be increased in curriculum planning, individualized teaching, preparing IEPs, effective mainstreaming, and preparing and teaching units of study in vocational education.

FORMAT AND TECHNIQUES: Lectures, discussion, self-instruction, conferences, and consultative site training are used to train teachers or train trainers.

TIME REQUIRED: Training parents: from one 3-hour session to three or four 2-hour sessions. Training tutors: from one 3-hour session to eight to ten 1-hour classes. Training teachers: from one 3-hour session to three or four 2-hour sessions.

COSTS: To individuals: Cost of materials and manuals.
To contracting school district: Cost to travel and stay at workshop, consultant fees, and substitute pay.

MATERIALS: Training outlines for workshops for teachers, parents, tutors, and aides are available.

CONTACT: Mrs. Winifred Washburn
340 Piedmont Avenue
Pacifica, California 94044
(415) 355-3402

TITLE: VOCATIONAL EDUCATION SPECIAL NEEDS INSERVICE PROJECT

FUNDING SOURCE: Arizona Department of Education-Disadvantaged, Limited English and Handicapped Funds.

AUDIENCE: Administrators, supervisors, teachers of vocational skills, work-study coordinators/counselors.

CONTENT: Topics include:

- federal legislation-special needs
- sensitivity to and capabilities of special needs students in vocational education
- vocational components of Individualized Education Plan
- modification of vocational classroom for special needs students
- vocational assessment

INTENDED LEARNER OUTCOMES: Participants become aware of federal mandates and requirements, handicapping conditions, and how to modify classroom procedures and materials. Participants will increase their knowledge of available resources and curriculum materials and will build skills in cooperative task training between special education,vocational education, counselors and support staff.

FORMAT AND TECHNIQUES: This program is conducted as an inservice workshop at local educational agencies, and uses role playing, simulations, and group work on appropriate coordination and teaching techniques for the school district.

TIME REQUIRED: From 1-3 days are required, with additional time given if requested.

COSTS: To individuals: Participants in Arizona receive subsidies or graduate credit from the University of Arizona. To contracting school district: none in Arizona. Although the workshops are only conducted in Arizona, the workshop packets and needs assessment results are availble on loan to California educators.

MATERIALS: See above.

CONTACT: Virginia Kozlowski, Ph.D
Voc. Ed./ Special Needs Teacher Educator
Box 507, College of Education
The University of Arizona
Tucson, Arizona 85721
(602) 626-2128

MODEL SITES

TITLE: CALIFORNIA SCHOOL FOR THE DEAF-VOCATIONAL PROGRAM

FUNDING SOURCE: California State Department of Education.

AUDIENCE: Administrators, teachers of vocational skills.

CONTENT: Fifteen vocational education teachers provide exploratory work experience and vocational training for secondary-age hard-of-hearing and deaf students. Over 16 areas of training are available. Students are also mainstreamed into the local Regional Occupational Program.

INTENDED LEARNER OUTCOMES: Observers will learn about a comprehensive pre-vocational and vocational education program for hard-of-hearing and deaf students. Observers can also become knowledgeable about successful cooperation with community resources.

FORMAT AND TECHNIQUES: This is a model site with provisions for accommodating visitors.

TIME REQUIRED: Individualized.

COSTS: To individual: N/A
To contracting school district: N/A

MATERIALS: A description of the program and the vocational curriculum is available upon request at no charge.

CONTACT: Steven Shouse
Vocational Principal
California School for the Deaf
3044 Horace St.
Riverside, Ca. 92506
(714) 683-8140

TITLE: CAREER TRAINING CENTER: COLTON-REDLANDS-YUCAIPA REGIONAL OCCUPATIONAL PROGRAM

FUNDING SOURCE: Matching funds, average daily attendance.

AUDIENCE: Administrators, supervisors, teachers of vocational skills, work-study coordinator/counselors.

CONTENT: This program teaches a variety of vocational skills to approximately 95 exceptional needs students and involves three school districts. An industrial environment is provided where actual contract or sub-contract work is produced, similar to a sheltered workshop setting. Assessment, evaluation and counseling are included in the services.

INTENDED LEARNER OUTCOMES: Those observing this program will be able to understand how to provide vocational training classes for exceptional needs students within a Regional Occupational Program.

FORMAT AND TECHNIQUES: This is a model site.

TIME REQUIRED: Individualized.

COST: To individuals: N/A
To contracting school district: N/A

MATERIALS: A program description is available at no cost.

CONTACT: Gary C. Brady, Director
Career Training Center
105 N. Tennessee Street
Redlands, Ca. 92373
(714) 792 4817 or 793-7187

TITLE: CAREER TRAINING CENTER IN BAKERSFIELD

FUNDING SOURCE: Educational Amendments of 1976 (VEA) funds, Education for the Handicapped (EHA) funds, and local district funds from Kern High School District.

AUDIENCE: Vocational teachers, administrators, supervisors, and work-study coordinators or counselors.

CONTENT: The Career Training Center offers a complete delivery system of vocational education and training for handicapped secondary and post-secondary students from the metropolitan Bakersfield area. Also, it is a model site where professionals working with handicapped students in vocational skills and work adjustment can observe and/or participate by arrangement.
The Career Training Center follows the principle of maintaining students in their home schools in academic areas, while providing a special facility for training in specific job skills. The populations served include EMR, EH, Aurally Impaired, Visually Handicapped and Orthopedically Handicapped individuals. An adult program operates in the late afternoon/early evening. All students continue to be students in their regular school community. Work assignments in the community follow completion of the behavioral objectives of each vocational skill area.

INTENDED LEARNER OUTCOMES: The visitation or participation by arrangement of vocational education personnel is intended to raise awareness of student needs and capabilities; to increase information on programming for the handicapped vocational education student; and to build skills in job station analysis and prescriptive instruction in vocational education. The specific goals of any visitor/participants must be discussed with the Director.

FORMAT AND TECHNIQUES: Site visitation, participation by arrangement.

TIME REQUIRED: A maximum of five days and a minimum of 1 day are recommended.

COSTS: To individuals: There is no charge from the Career Training Center, but individuals must provide their own food and lodging.
To contracting school district: There is no cost at this time.

MATERIALS: There is a fact sheet available on the history and description of the Career Training Center upon request. The following materials may be purchased from CTC in Bakersfield:

PHASE I	
History and Description (+ price list)	no charge
PHASE II	
Adult Division	$ .37
Behavioral Objectives	.37
Career Trianing Center, The Facility	.37
Community Job Survey and Job Analysis	.76
Community Involvement & Public Relations	.37
Criteria for Acceptance	.37
Equipment Description by Area	.37
Evaluation System	.76
Instructional Units	.76
Job Exploration	.76

Multi-Funding Concept	.37
On Campus Work Experience	.37
On the Job Training	1.50
Personnel Requirement for Program Operation	1.13
Pre-Training of Students	.37
Project Proposals for Supplementary Funding	1.50
Sample Instructional Lesson	.37
Staff Inservice	.76
Transportation Network	.37
PHASE III	
Auto Detail	3.76
Bookbinding	3.76
Child Care	6.00
Custodial, Floor Maintenance	5.26
Custodial, General	5.26
Dishwashing	5.26
Food Service	9.00
Home Maintenance	5.26
Housekeeping	5.26
Motel	3.76
Nursing	5.26
COMBINATION PRICES:	
Phase I, Phase II	10.50
Phase I, Phase II, Phase III	63.00
Phase III	55.50
VOCATIONAL GUIDE FOR HANDICAPPED	4.20

CONTACT: Dr. Jack L. Schuetz
Director of Special Education
Career Training Center for the Handicapped
Kern High School District
Bakersfield, California 93301
(805) 327-2751

TITLE: DEVELOPMENT OF CURRICULUM FOR A NON-TRADITIONAL MACHINE TOOL TECHNOLOGY PROGRAM ACCESSIBLE TO THE PHYSICALLY HANDICAPPED

FUNDING SOURCE: Educational Amendments of 1976 (VEA), P.L. 94-482.

AUDIENCE: Though primarily an instructional and curriculum program for direct use with students, vocational education personnel (administrators, supervisors, teachers, work-study coordinators) can avail themselves of the information gathered by the program.

CONTENT: Topics include any information in keeping with achieving the project goals of enhancing the machine tool technology program's accessibility for the physically handicapped student. Some topics are adaptive devices, specific training for the job skills needed by industry, and the field of numerical control.

INTENDED LEARNER OUTCOMES: For vocational education personnel, participation as an observer is intended to increase information, raise awareness of new approaches and build skills in adapting environment and curriculum for the physically handicapped student worker in non-traditional machine tool technology.

FORMAT AND TECHNIQUES: Model site visitations.

TIME REQUIRED: Time spent in visitation is decided by the visitor.

COSTS: None, but visitor must provide his/her own transportation.

MATERIALS: A brochure will be available on request.

CONTACT: Mr. Robert N. Brown
Technology and Engineering Division
Chabot College
South County Community College District
255555 Hesperian Boulevard
Hayward, California 94545

TITLE: FOURTH YEAR MAINSTREAMING IN VOCATIONAL EDUCATION: A FOLLOW-UP PROJECT IN SAN RAMON UNIFIED SCHOOL DISTRICT

FUNDING SOURCE: State, Federal and local monies; District in receipt of Master Plan for Special Education (AB 1250) funding; District in receipt of Vocational Education Amendment Handicapped funding, subpart 3 disencumbered grant.

AUDIENCE: Vocational education teachers, special education teachers, and career center personnel.

CONTENT: The project is currently implementing its Subpart 3 (handicapped) grant with four target areas:

1) The project will increase enrollment of handicapped students in vocational education classes.
2) The project will aid vocational education personnel in instruction of handicapped students.
3) The project will provide a follow-up study on the effectiveness of mainstreaming handicapped students in terms of their later employment.
4) The project will allow for a micro-processor-based career interest survey with computer print-out to collect data.

INTENDED LEARNER OUTCOMES: 1) Improved relations between vocational education and special education staff and 2) increased enrollement and success for special education students in vocational education classes.

FORMAT AND TECHNIQUES: The project utilizes an inservice workshop format with meetings in San Ramon Valley Unified including the three staff groups (vocational education, special education, career center personnel). Special techniques to enhance the exchange of ideas between these groups include discussion and brainstorming.

This project's scope includes only Sam Ramon Valley Unified, with dissemination of reports within Contra Costa County. A limited number of copies may be available to others involved in the field. However, as a model site and an exemplary process, site visitation and consultation can be arranged should another district be interested in developing its own project.

TIME REQUIRED: For the participants in San Ramon Valley Unified, the project has required 48 hours, much of which has been spent in the collaborative monthly meetings.

COSTS: Visitors to San Ramon Valley Unifed School District would need to pay their own transportation. If consultation is desired elsewhere, contact Mr. Greenspan.

MATERIALS: See paragraph 2 of FORMAT AND TECHNIQUES.

CONTACT: Stanley Greenspan
Career Preparation Specialist
San Ramon Valley Unified School District
699 Old Orchard Drive
Danville, California 94526
(415) 837-1511

TITLE: HORTICULTURE PROGRAMS FOR THE HANDICAPPED (LOS ANGELES UNIFIED)

FUNDING SOURCE: The Education for All Handicapped Children Act, P.L.94-142; Educational Amendments of 1976, P.L. 94-482; some district funds.

AUDIENCE: Visitors who would benefit from the teaming concept used by these programs are those with backgrounds comparable to the instructors. Each program has two vocational education teachers, with the remainder being from a special education background.

CONTENT: At the present time, six horticulture programs for handicapped students are operating within the Los Angeles Unified School District. There are programs for Severely Handicapped (Orthopedically Handicapped and Trainable Mentally Retarded), Deaf, Visually Handicapped, Educable Mentally Retarded, Educationally Handicapped and Learning Disability Group students.

The courses cover basic horticulture and gardening skills as well as social-personal and work skills necessary for employment.

On-campus programs provide basic exposure to horticultural practices. These include such disciplines as plant propagation, soil preparation, seeding, planting, and nursery operation and maintenance.

Off-campus programs include training in grounds maintenance and nursery operation. Classes are conducted on school and city park sites. This aspect of the program provides actual on-the-job experience.

INTENDED LEARNER OUTCOMES: Students involved in the Los Angeles Unified Horticulture Programs for the Handicapped are intended to acquire specific vocational skills applicable towards future employment and/or avocational pursuits, such as planning and caring for a family garden. The programs are also intended to enhance the students' sense of self-worth and sense of personal contribution to home and community.

Visitors with vocational education/special needs responsibilities and special education/career education responsibilities would benefit from observing these programs and from discussions with the personnel.

FORMAT AND TECHNIQUES: The Horticulture Programs can be considered an innovative or model site for demonstration purposes. The Horticulture Program personnel are willing to share information and experiences on the development and ongoing operation of their program.

TIME REQUIRED: Time would depend on the number of program sites the visitor wished to observe.

COSTS: Transportation is the responsibility of the visitor.

MATERIALS: N/A at this time.

CONTACT: 1)Raymond C. Hyde, Consultant
Vocational Education for the Handicapped
Los Angeles Unified School District
5210 Clinton Street
Los Angeles, California 90004
(213) 625-6721
or

2)M.E. Hay, Coordinator
Vocational Education for the Handicapped
(same address as above)

TITLE: SCHOOL WITHOUT WALLS.

FUNDING SOURCE: ESEA Title IV-C.

AUDIENCE: Vocational and special education personnel, orientation and mobility instructors and work-study coordinators would all benefit from visiting this model site.

CONTENT: This project provides vocational planning, comprehensive pre-vocational and specific intensive vocational education, and mobility training for 10th-12th grade physically handicapped students. Learning materials are being specially adapted to the needs of the physically handicapped. After a thorough assessment is completed, students are given six weeks of intensive vocational education, and then most students begin work experience in community job sites. Students are also assessed and educated in mobility training with the goal of independent transportation to job sites.

INTENDED LEARNER OUTCOMES: Observers will learn about a total vocational program for physically handicapped secondary students.

FORMAT AND TECHNIQUES: School Without Walls is a demonstration site in its first year of funding. Visitors are welcome to observe by arrangement.

COSTS: Visitors must assume their own transportation costs. Under the ESEA Title IV-C adoption/adaption system, this model program may eventually qualify for dissemination funds in its fourth year.

MATERIALS: None available at the present time.

CONTACT: Gloria Smith
Project Director
School Without Walls
Miller High School
8218 Vanalden Street
Reseda, CA 91335
(213) 885-1646

TITLE: SELACO (SOUTHEAST LOS ANGELES COUNTY) VOCATIONAL EXPERIENCE PROGRAM

FUNDING SOURCE: This is a cooperative program between the Los Angeles County Superintendent of Schools Office and the California State Department of Rehabilitation.

AUDIENCE: Work-study coordinators, work-experience teachers, vocational education and special education personnel, administrators and vocational rehabilitation personnel would all benefit from visiting this program site.

CONTENT: The SELACO Downey High School operates a full educational program for deaf and severely hard-of-hearing young people, ages 11 to 21. This Los Angeles County program has been identified as a national exemplary program by The National Technical Institute for the Deaf (NTID).

The SELACO vocational experience program consists of five phases:

1) Community Awareness
2) Pre-Vocational Education-Independent Living Skills
3) Vocational Education I (Step Method)
4) Vocational Education II (Career Preparation)
5) Work Experience Program

All Students in the SELACO program must complete the first four phases; work experience is optional. A workshop experience may be substituted for phases 3 and 4. Future plans call for moving Community Awareness to the junior high school and extending Vocational Education II to a one year course when needed.

Support Services at SELACO include full-time interpreters, instructional aides, media aides, a media specialist, audiological services, psychologists, nurses and a high school counselor.

A work experience teacher, a vocational training teacher and a vocational rehabilitation counselor work as a team in the placement of SELACO students in various job situations in the Downey area. This program operates as an extension of the classroon-implementing learning experiences which emphasize work skills and employer-employee relations. Students in the program may receive school credit. Many find full-time employment following completion of their graduation requirements as a result of this program. In many cases, students receive monetary rewards while attending school.

The vocational training program is still another of the ways SELACO differs from other programs for hearing impaired youngsters. A vocational training teacher accompanies a group of SELACO students on a small bus to a vocational training school where each student may pursue and receive daily training in the vocational area each has selected. Examinations are given to identify the presence of necessary skills and abilities for predicted success. This program is partially supported and assisted by a vocational rehabilitation counselor.

INTENDED LEARNER OUTCOMES: The primary goal of this exemplary program is that each student acquire the skills to live an independent adult life as a contributing member of society. Qualifying for college entry, trade schools, and/or occupational employment is a corrolary of the primary goal.

Since the "total communication" approach is used at SELACO, involving speech, speech reading, fingerspelling, sign language, use of residual hearing, chalkboard, overhead projector and other visual media techniques, each student is intended to learn to communicate effectively with others, to develop inner-language concepts, to increase his self-knowledge and his knowledge of his world and to develop social skills.

FORMAT AND TECHNIQUES: For visitors to the program, it is possible to arrange a learning/observing experience from one to several days. Arrangements must be made with the Work Experience Instructor.

An audio-visual presentation is available.

TIME REQUIRED: See Format

COSTS: To the individual: Transportation and personal expenses must be the responsibility of the visitor.
To the contracting district: A district might want to arrange for an audio-visual presentation and lecture-discussion with the staff. Fees must be discussed with the contact person.

MATERIALS: An illustrative brochure is available upon request. Information on the vocational experience curriculum can be requested from the Work Experience Instructor.

CONTACT: Carolyn Rowland
Work Experience Instructor
SELACO-Downey High School
Office of the Los Angeles County Superintendent of Schools
11044 Brookshire Avenue
Downey, California 90241
(213) 861-1218

TITLE: SPECIAL PROGRAMS AT DE ANZA COLLEGE (FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT)

FUNDING SOURCE: Educational Amendments of 1976 (VEA), P.L. 94-142, and AB 77, Education for the Handicapped in Community Colleges.

AUDIENCE: The five programs at DeAnza College provide direct services and instruction to students enrolled in the community college district. However, interested people involved in providing vocational programs to handicapped individuals--professionals, parents, advocates--are encouraged to visit by arrangement. There is a slide-tape presentation, and guides to different areas of interest can be arranged.

CONTENT: The five programs are: 1) the Physically Limited Program: 2) the Educational Diagnostic Clinic for students with learning disabilities; 3) Hope-DeAnza, sponsored by Hope Rehabilitation Services and DeAnza College, pre-vocational and vocational training for mentally handicapped students; 4) Corrective Physical Education; and 5) Adaptive Geriatric Education (AGE).
The first three programs have a vocational orientation. The Physically Limited Program (PLP) and the Educational Diagnostic Clinic (EDC) mainstream handicapped students into regular college vocational services, with supportive services as needed. The Physically Limited Program itself offers the following coursework for both PH and LH students: Career Life Planning: Part I - Self-Assessment, and Part II - Living Skills for the Physically Limited Individual; Independent Living Skills for the Visually Impaired Individual.
Placement efforts include industry development to sensitize employers to the needs of disabled workers, job analysis, and more on-site visitation when possible.
The program for mentally handicapped students, Hope-DeAnza, utilizes a workshop model, where coursework focuses on vocational skills, career life planning, and social-personal skills.

FORMAT AND TECHNIQUES: Model site visitations; slide-tape presentation by arrangement.

COSTS: None, but visitor must provide his/her transportation.

MATERIALS: A brochure is available upon request.

CONTACT: 1. Physically Limited Program (PLP)
Helen Jones, Program Administrator
DeAnza College
21250 Stevens Creek Blvd.
Cupertino, California 95014
(408) 996-4955

2. Educational Diagnostic Clinic (EDC)
Judy Triana, Program Administrator
DeAnza College
21250 Stevens Creek Blvd.
Cupertino, California 95014
(408) 996-4838

3. Hope-DeAnza
Wesley Wagoner, Program Administrator
DeAnza College
21250 Stevens Creek Blvd.
Cupertino, California 95014
(408) 734-5630

TITLE: TOTAL ED (TEACHER OPPORTUNITY TO ASSURE LEARNING IN EDUCATIONAL DIVERSITY)

FUNDING SOURCE: BEH funds.

AUDIENCE: Regular education teachers, both vocational and academic; community; parents.

CONTENT: TOTAL ED is a resource specialist program with four components: staff development, community involvement, parent participation, and instruction. It focuses on helping regular classroom teachers, both vocational and academic, acquire the skills and attitudes to serve handicapped students with the most appropriate educational programs. Community involvement focuses on creating an environment of understanding to help with training and eventual employment of handicapped students. Parental involvement focuses on learning how parents can actively participate within the educational process and can gain insight into their student's capabilities.

INTENDED LEARNER OUTCOMES: Through the development of the resource specialist program, regular vocational and academic high school teachers will gain skills and attitudes necessary to serve handicapped students effectively with the most appropriate education programs.

FORMAT AND TECHNIQUES: Model site and inservice workshops on awareness of handicapped individuals; individualization of instruction; adaptation of curriculum. The workshop emphasis is on training trainers who will train other teachers in their schools.

TIME REQUIRED: Individualized.

COSTS: To individuals: $25.00 to $1,000.00
To contracting school district: N/A at this time.

CONTACT: Jerry L. Miltenberger, Coordinator
Vocational Education
Fullerton Union High School District
2600 Nutwood Avenue, Tenth Floor
Fullerton, California 92631
(714) 738-3315

TITLE: VALLEY VOCATIONAL CENTER-REHABILITATION SERVICES WORKSHOP

FUNDING SOURCE: Hacienda-LaPuente Unified School District.

AUDIENCE: Administrators, teachers of vocational skills, work experience counselors.

CONTENT: This is a transitional workshop for handicapped and disabled individuals offering work evaluation, work experience, work adjustment and extensive trade training programs. Unique to this program is the on-the-job training emphasis in food service, landscaping, small parts assembly, and janitorial settings.

INTENDED LEARNER OUTCOMES: Observers may tour the on-campus workshop as well as the commercial cafeteria, independent living skills home, and other facilities used for training.

FORMAT AND TECHNIQUES: This is a model site.

TIME REQUIRED: Individualized.

COSTS: To individuals: N/A
To contracting school district: N/A

MATERIALS: A program description is available at no charge.

CONTACT: Bernie Lazar
Valley Vocational Center - Rehabilitation Services Workshop
14234 E. Valley Blvd.
La Puente, California 91746
(213) 968-0595

TITLE: VOCATIONAL DEVELOPMENT FOR THE HANDICAPPED

FUNDING SOURCE: Elementary and Secondary Act, (ESEA), Title IV-C.

AUDIENCE: This model program site would be most beneficial to those vocational education teachers and work-study coordinators who work with individuals with exceptional needs.

CONTENT: The program is in its second year of a three-year project at Freemont Union High School District. The program has four components: 1) career and prevocational instruction in special education classes; 2) career and vocational assessment; 3) vocational skills training; and 4) placement. The program is intended for individuals with all types of handicapping conditions in grades 9-12.
The vocational training component includes selected classes in industrial arts, business education and home economics appropriate for mainstreaming; small special vocational classes in business and industrial arts and selected classes in the Regional Occupational Program.

INTENDED LEARNER OUTCOMES: For vocation education personnel in the industrial arts, business education and home economics areas, there is a program of ongoing inservice education on the learning needs of exceptional students, and on methods for facilitating their learning. The emphasis is on raising awareness and increasing information.
For students, the overall intent of the vocational training is their acquisition of useable skills from experiences in various settings.

FORMAT AND TECHNIQUES: The program is intended to be a model of a vocational program for special education students in a comprehensive high school, compatible with the California Master Plan for Special Education. Eighty percent of the students served are learning handicapped. The other twenty percent includes deaf, hard of hearing, visually impaired, severe oral language handicapped, and multiply handicapped individuals.
As noted, the program included inservice training of regular and special education personnel. Resource teachers conducted inservice sessions by subject area. Information at inservices included legislation and specific methods. In small groups, subject area teachers participated in the development of a specified procedure for the integration of special students into the regular classes. This procedure includes an Individual Instruction Plan (IIP) that is completed by the special education and vocational teachers at the beginning of the course. The procedure provides a vehicle for the exchange of information about the student, and the setting of reasonable expectations.

TIME REQUIRED: A maximum of 6 hours, and a minimum of 3 hours.

COSTS: As a model site, this program can be observed by personnel who are considering such a model. Under the Title IV-C adoption/adaption process, it would be possible to receive assistance in implementing this model should it achieve a fourth year of funding. The major expense would be the staff person needed to coordinate activities and materials, and to conduct inservice training.

MATERIALS: Products created by teachers include:

(1) A flexible curriculum package has been created ("A Slice of Life") that provides:
   (a) A four-year record of all career and vocational activities including competencies, assessment, training and job experience
   (b) Pre-vocational/career tasks to be done individually or as a group for grades 9-12
   (c) Sample work sheets for each of the 75 tasks
   (d) Resources for teachers for each task so that teachers can add to the kit according to student needs and teacher preference of materials
   (e) A criterion-referenced test (Forms A & B), "The Job Awareness Inventory", to be used as a pre/post test for determining the level of knowledge the student has regarding the world of work.
(2) Guide for employers of handicapped youth, "Join the People Movers."
(3) Guide for work experience education teachers, "Mainstreaming in Work Experience,"

Some of these materials will become available during the 1979-80 school year in their final form, at little or no cost. One booklet is available now.

CONTACT: Teen Makowski, Project Coordinator or
Gerald W. Hanson, Government Projects Specialist
Freemont Union High School District
P.O. Box F, 589 W. Freemont Avenue
Sunnyvale, Calfiornia 94087
(408) 735-6125

TITLE: WORK EXPERIENCE CURRICULUM ANSWERS A NEED (WE CAN)

FUNDING SOURCE: Educational Amendments of 1976, P.L. 94-482, Subpart 3.

AUDIENCE: Work experience coordinators; handicapped persons at secondary school level.

CONTENT: WE CAN is a process-oriented project which will facilitate the development of a pre-employment training curriculum to help equip handicapped students with the skills and attitudes necessary to become independent, productive members of society; followed by appropriate, paid, on-the-job placement.

INTENDED LEARNER OUTCOMES: Exceptional students in WE CAN are intended to gain increased self-esteem which should lead to higher levels of productivity and a good self-concept. Educators involved with vocational programming for these students, particularly work experience coordinators, will gain the knowledge, skills and attitudes necessary to serve the handicapped effectively. Special educators will become involved with the pre-employment training curriculum for the exceptional students with related assessment components.

FORMAT AND TECHNIQUES: Both model/demonstration site and curriculum development describe WE CAN. It has three overall goals 1) the field testing of "A Careers Course of Study for Students with Special Needs" 2) the refining of processes necessary to integrate "special needs" students into the regular work experience program; 3) the dissemination of this transportable model to districts throughout the state who are interested in mainstreaming handicapped students into the regular work experience program.

TIME: N/A

COSTS: To individual participant: $25.00 to $1,000.
To contracting school district: N/A at this time; however, those interested in adoption/adaption of the model should contact the vocational coordinator.

MATERIALS: The curriculum for "A Careers Course of Study for Students with Special Needs" will be available after it has been finalized.

CONTACT: Jerry L. Miltenberger, Coordinator
Vocational Education
Fullerton Union High School District
2600 Nutwood Avenue, Tenth Floor
Fullerton, California 92631
(714) 738-3315

VOCATIONAL EDUCATION PROGRAMS FOR 1979-80

FUNDED BY THE OFFICE OF SPECIAL EDUCATION,

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Region A

Butte County
Davis Joint Unified School District
Mendocino County
Nevada County
Placer County
Siskiyou County
Solano County
Tehama County
Vallejo City Unified School District
Washington Unified School District

Region B

Calaveras County
Fresno Unified School District
Monterey County
Salinas Union High School District
San Benito-Santa Cruz Counties
Stanislaus County
Stockton Unified School District
Tulare County

Region C

Alameda County
Cabrillo Unified School District
Contra Costa County
East Side Union High School District
Freemont Unified School District
Gilroy Unified School District
Hayward Unified School District
Los Gatos Union High School District
Morgan Hill Unified School District
Newark Unified School District
Oakland Unified School District

Region C (cont'd.)

Pittsburg Unified School District
Richmond Unified School District
San Francisco Unified School District
San Mateo Union High School District
Santa Clara-San Juan

Region D

Claremont Unified School District
Culver City Unified School District
Hacienda-La Puente Unified School District
Los Angeles County
Santa Clarita Valley Consortium
Simi Valley Unified School District
Walnut Valley Unified School District
Whittier Area Co-Op SESR

Region E

Kern County
Garden Grove Unified School District
Orange County Unified School District
Placentia Unified School District
Los Angeles Unified School District
California School for the Deaf, Riverside

Region F

Riverside County
Poway City Unified School District
Escondido Union High School District
Vista Unified School District
Oceanside City Unified School District
Yucaipa Joint Unified School District

VOCATIONAL EDUCATION PROGRAMS FOR THE HANDICAPPED

FUNDED BY THE VOCATIONAL EDUCATION UNIT,

CALIFORNIA STATE DEPARTMENT OF EDUCATION

For Statewide Inservice:

PROJECT FIVE-H (PHASE II)

For Multi-Sensory Materials:

NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM (ROP)

For Vocational Guidance and Counseling:

CHAFFEY COMMUNITY COLLEGE

RESOURCES

BUREAU OF EDUCATION FOR THE HANDICAPPED

For information on grants through the Education For All Handicapped Children Act, P.L.94-142, and other legislation administered by BEH, Californians should use the following contacts:

At the Federal level:

Dr. Herman Sattler, Branch Chief
Western Region and Special Projects Branch
Division of Personnel Preparation
Bureau of Education for the Handicapped
U.S. Office of Education
400 Maryland Ave. S.W.
(4030 Donohoe)
Washington, D.C. 20202
(202) 245-9431

At the State level:

Gail Zittel, Consultant
Vocational Education for the Handicapped
Office of Special Education
California State Department of Education
721 Capitol Mall, 6th Floor
Sacramento, CA 95814
(916) 445-4036

For Advocacy information in Vocational Education for the Handicapped on the Federal level, contact:

Project P.A.V.E
(Parents Advocating Vocational Education, a project of the Parents' Campaign for Handicapped Children and Youth, sponsored by Bureau of Education for the Handicapped and the U.S. Office for Civil Rights.)

Margaret Ladd, Coordinator
Project P.A.V.E.
1201 16th St., N.W.
Washington, D.C. 20036
(202) 833-4160

See California Organizations for P.A.V.E. contact in California.

For information regarding inservice training in Vocational/Career Education sponsored by the Office of Special Education, CA Department of Education:

Karl Murray, Coordinator
Personnel Development Unit
Office of Special Education
California State Department of Education
721 Capitol Mall, 6th Floor
Sacramento, CA 95814
(916) 322-4695

For information regarding inservice training products from the BEH-sponsored network of 15 Regional Resource Centers, contact:

Information Specialist
The California Regional Resource Center
Suite 1304
600 South Commonwealth Avenue
Los Angeles, CA 90005
(213) 381-5231

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION

Discretionary Programs of the Division of Research and Development

1. Program Improvement Projects of National Significance
2. Training and Development Programs for Vocational Education Personnel
3. National Center for Research in Vocational Education
4. Bilingual Vocational Education
5. Contract Program for Indian Tribes and Indian Organizations

CONTACT: Dr. Howard R. Hjelm, Director
Division of Research and Demonstration
Bureau of Occupational and Adult Education
U.S. Office of Education, Room 5042 ROB #3
Washington, D.C. 20202
(202) 245-9634

National Network for Curriculum Coordination

BOAE sponsors six coordination centers in Vocational and Technical Education. The appropriate person for Californians to contact is:

Lawrence Zane, Director
Western Curriculum Coordination Center
University of Hawaii
2444 Dole Street
Honolulu, HI 96822
(808) 948-7834

Research Coordinating Unit Network for Vocational Education

BOAE has a Research Coordinating Unit (RCU) in each state. Californians should contact the Director for their state:

Richard S. Nelson, Administrator
Vocational Education Support Services
State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 322-2330

The California State Program Officer for innovative demonstration projects is also Mr. Nelson.

The State Curriculum Liaison Representative is:

Brenton R. Aikin
Vocational Ed Support Services
State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 322-2330

Information Systems in California

VEDS (Vocational Education Data System)

CONTACT: Peggy Olivier
Vocational Education Field Operations
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
(916) 445-8758

VERIC (Vocational Education Resources Information Center)

CONTACT: Nona Verloo
VERIC
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
(916) 445-5182

COIS (California Occupational Information System)

CONTACT: John Van Zant
Office of the Ventura County Superintendent of Schools
535 E. Main St.
Ventura, CA 93001
(805) 487-7711 ex. 4421

The appropriate contact person in the Department of Education, Vocational Education Unit is:

G. Frederick Peters, Consultant
Vocational Education for the Handicapped, Support Services Section
Vocational Education Unit
California Department of Education
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
(916) 445-6726

NATIONAL ORGANIZATIONS PROVIDING SERVICES AND INFORMATION ON VOCATIONAL EDUCATION FOR HANDICAPPED INDIVIDUALS

American Coalition of Citizens with Disabilities, Inc.
1346 Connecticut Ave., NW
Washington, D.C. 20036
(202) 785-4265

American Vocational Association
2020 N. 14th Street
Arlington, VA 22201
(703) 522-6121

ACLD Vocational Education Committee
(Association for Children with Learning Disabilities)
c/o Louise Hullinger
10628 South Lawndale Avenue
Chicago, Illinois 60655
(312) 238-4619

Division on Career Development,
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(800) 336-3728

ERIC Clearinghouse on Adult,Career and Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Midwest RETOOL Consortium (career education for the handicapped)
Dr. Gary M. Clark
Department of Special Education
377 Haworth
The University of Kansas
Lawrence, Kansas 66045
(913) 864-4954

National Association for Retarded Citizens-On-The-Job Training (OJT)
Michael Stumbaugh
2709 Avenue E East
P.O. Box 6109
Arlington, Texas
(817) 261-4961

National Association of Vocational Education Special Needs Personnel
Dr. Gary Meers, President
Division of Special Vocational Needs
300 West Nebraska Hall
University of Nebraska
Lincoln, Nebraska 68588
(402) 472-2365

The National Center for Career Education (NCCE)
P.O. Box 7815
University of Montana
Missoula, Montana 59807

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

National Resource Center for Materials on Work Evaluation and Work Adjustment
(Materials Development Center)
Institute for Vocational Rehabilitation
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

NIU Information Program in Career Education
201 Gable Hall
Northern Illinois University
Dekalb, Illinois 60115

The President's Committee on Employment of the Handicapped
1111 Twentieth Street, N.W.
Washington, D.C. 20210
(202) 653-5067

Project TAPS (Training and Placement Services)
Epilepsy Foundation of America
1828 L Street, N.W.
Washington, D.C. 20036
(202) 293-2930

Wisconsin Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences 1
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-3693

ORGANIZATIONS IN CALIFORNIA PROVIDING SERVICES AND INFORMATION
ON VOCATIONAL EDUCATION FOR THE HANDICAPPED

California Advisory Council on Vocational Education
708 Tenth Street, Suite 260
Sacramento, CA 95814
(916) 445-0698

CANHC Vocational Education Committee
(California Association for Neurologically Handicapped Children)
CONTACT: Lillian Seymour
11291 MacNab Street
Garden Grove, CA 92641
(714) 5392711

Career and Vocational Educators (C.A.V.E.)
(a division of the California State Federation of the Council for Exceptional Children and an affiliate of the Division on Career Development.)
CONTACT: Tim Moore, President
C.A.V.E.
Vista del Mar County School
2600 Motor Avenue
Los Angeles, CA 90034
(213) 836-1223

The Governor's Committee for Employment of the Handicapped.
CONTACT: Mr. Hubbard, Executive Secretary
MIC #37
Governor's Committee for Employment of the Handicapped
800 Capitol Mall
Sacramento, CA 95814
(916) 445-0676

NARC-OJT
(National Association for Retarded Citizens; On-The-Job Training Project)
CONTACT in California:
Edwin D. McBee
Field Coordinator
NARC-OJT
1831 El Camino Real, Suite 211
Burlingame, CA 94010
(415) 692-2718

Parents Advocating for Vocational Education (P.A.V.E.)
(a project of the Parents' Campaign for Handicapped Children and Youth sponsored by the Bureau of Education for the Handicapped and the U.S. Office for Civil Rights)
CONTACT in California:
Carolyn Crane
2821 Carob
Newport Beach, CA 92660
(714) 759-0905

REFERENCES

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SELECTED READINGS

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National Association for Retarded
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